

European Monitoring Conference

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Work Based Learning and Apprenticeships

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Workshop

The role of Teachers and Trainers in WBL

Mentoring in the workplace for VET

Workmentor

Leonardo da Vinci - Transfer of Innovation project -
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the project workmentor.vma.is
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The Workmentor Project

Project leader: VMA

Verkmenntaskólinn á Akureyri.
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Partners

- VMA, Akureyri Vocational College, Iceland.
- Gower College Swansea, Wales.
- Riverside Training Hereford, England. During the project replaced by Broadshoulders, Hereford, England.
- Axxell, Southwest Finland, vocational college
- Jules Rieffel, Nantes, France, agricultural college.
- International Foundation for Sustainable Agriculture Training, Harderwijk, Netherlands, joined with Het Idee van Harderwijk.
- Skjetlein, Trondheim, Norway, agricultural college.

Three consecutive projects:

ProVoTrain

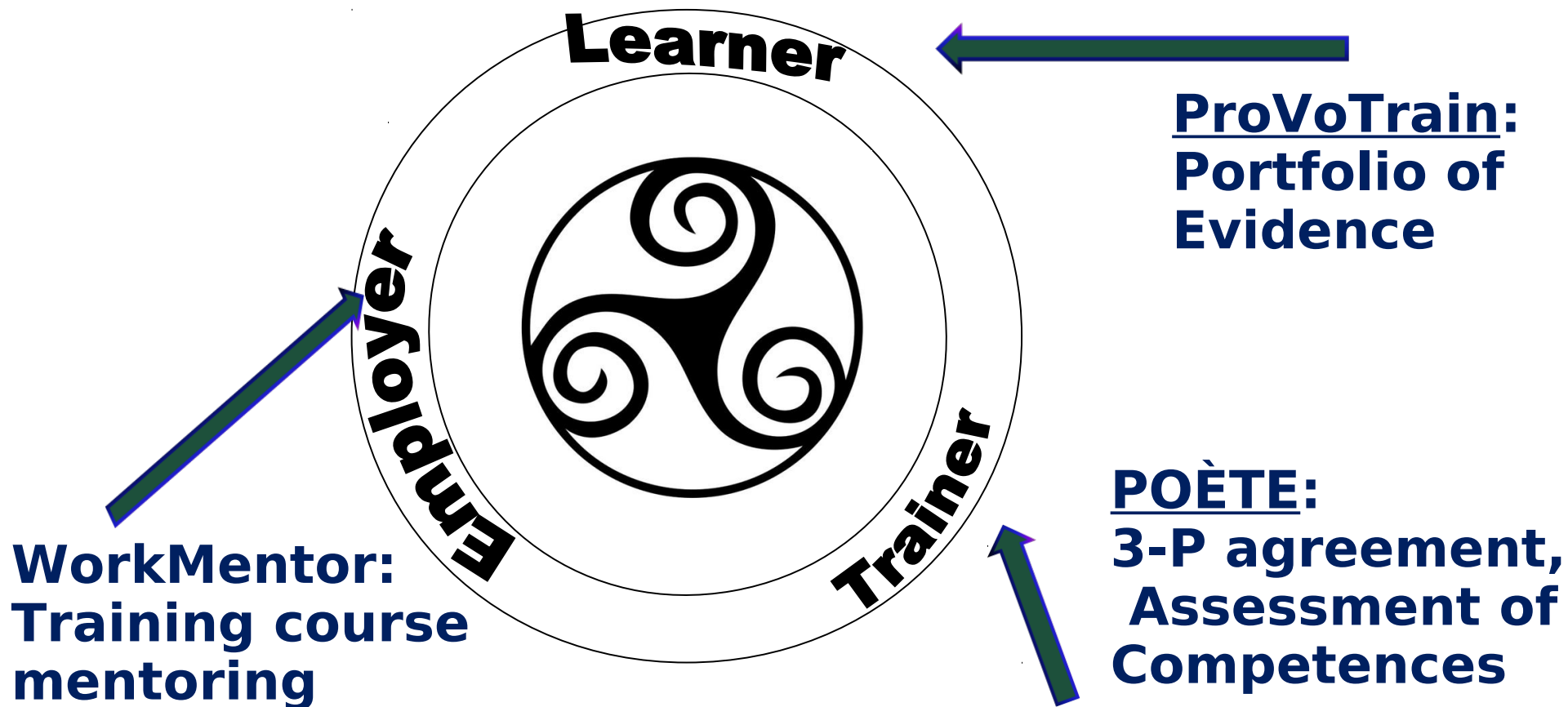


POÈTE



WorkMentor

Three parties three projects



ProVoTrain. `Progress in Vocational Training for Rural Development`, initiated in 2004 by the Vocational Education Centre of The Ministry of Education and Science of Latvia.

The Purpose of this project was to develop a standard Portfolio of Evidence (PoE) for competence assessment.

Portfolio of Evidence - a toolbox for the assessment of students' achievements (experience) gathered in the workplace.

In the PoE the student must provide evidence of his/her competence development during a work placement.

POÈTE - Portfolio Of Evidence To Europe. 2008 - 2010

This project transferred the ideas and methods of the Portfolio of Evidence to teachers and trainers in new countries and new sectors.

This work focused on the role of the school, supporting the learner in the workplace and how to evaluate the competence of the student.

Teacher training was developed and delivered and piloted with groups of students in different sectors and circumstances.

Workmentoring:

Using mentoring methods to support students during workplacements.

Mentoring is a structured method for personal assistance and development.

Mentoring in the workplace for VET. 2011 - 2013

The main objective of the project was to transfer mentoring methods into the relationship between a member of staff and a learner in a workplace.

The employee / workmentor is guiding the learner, giving the student a more secure beginning in the workplace.

At the same time the mentor will work with the learner towards the goal of becoming a fully functional member of staff and a qualified worker.

WorkMentor outcomes.

The project selected and developed materials to use in training sessions and workshops for Workmentors. The partners piloted the workshop and translated the manual to be ready to use in all partner countries.

Training manuals from **ProVoTrain** and **POÈTE** are still available and in use.

Pilot workshop in VMA



Education and Culture

Leonardo da Vinci



Three party agreement

The basic idea for all these projects is that a successful vocational education and workplacement is dependent on three partners being responsible for the workplace education.

The workplace, the provider or school and the student.

Mentoring

Workplace education can not only be the matter of student and workplace. The school / education provider must also be involved.

But, the support for a student in a workplace cannot only come from the school organizing the placement. The workplace and coworkers must be able to and must have the opportunities to support a beginner in the workplace → **mentoring**.

We feel that by discussing, developing and testing the Workmentor workshop we are actively involving all three partners in VET.

The workmentor

Which skills and qualities does a Workmentor need?

The workshop in Hereford, England identified:

Qualities of a mentor:

Qualities of a mentor are: empathy, trustworthy, respectful and confidentiality.

Skills of a mentor:

Skills of a mentor are: listening, questioning, paraphrasing, giving instructions and feedback, problem solving and action planning.

Three main elements of the training:

1. What is mentoring? The role of the mentor.

Which benefits do we see in a mentoring relationship for the student, the mentor and the workplace?

Three main elements of the training:

2. Mentoring qualities; presenting these, discussing and understanding.

The qualities which we might say people either have them or not. Identifying the qualities mentioned earlier.

An example: What is empathy, how does the difference between empathy and sympathy show itself when supporting a student, etc?

Three main elements of the training:

3. Mentoring skills, understand and train. The skills we should be able to learn and train. The workshop includes training sessions for active listening, goal setting and giving instructions and feedback.

Support for learners

How can we best support learners in a workplace?

The objective of a VET placement is the acquisition of competences.

The competences of the trade / job and personal competences.

However, the comfort of the trainee, how he/she feels about the workplace, the group dynamics and the general atmosphere in the workplace is also crucial for the student to succeed.

**Comprehensive support for learners
is an important and necessary aspect
of VET training in workplaces.**

All parties and persons involved need to have specific competences and appropriate skills; these will determine the success of a student.

We need workmentors

Schools, workplaces and students together are responsible for the outcome of the placement. Each party must use their own competences and skills effectively.

Looking back from these three Leonardo da Vinci projects we can truly say:

we need more trained work mentors!!

I hope this presentation has presented
the essence of our WorkMentor approach.

Thank you!

Participants in the Training of Trainers
workshop Nantes France August 2012:

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